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ABSTRACT

In British schools, and in the United States, black boys are both the heroes of a street fashion culture that dominates inner cities and students who receive a disproportionate amount of punishment in school. A central thesis of this book is that teachers in elementary and secondary schools cannot escape the wider social perceptions about young black males. The emphasis in this exploration is on students of African Caribbean heritage in Britain. Most of the material was gathered through semistructured interviews and observations in an urban school in England. The book opens with a chapter called "Raising the Issues," which is a preliminary study that points out the powerful position of the African Caribbean subculture as both myth and reality in forming school discourses. The second chapter considers teacher responses to African Caribbean students. Chapters 3 to 6 examine the ranges of student responses, as conformists, innovators and retreators, or rebels. Chapter 7 traces the historic development of Black British subcultures, and chapter 8 looks at how black masculinities are regulated through disciplinary power into the two caricatures of a humbled, emasculated conformity and a destructive rebel. Chapter 9 proposes some practical solutions for teachers and students on the levels of school policy, curriculum, and racial identity development. (Contains 9 tables and 141 references.) (SLD)

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